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## ABSTRACT

This paper presents New Jersey's standards for the required professional development of teachers as follows: (1) enhances subject content knowledge; (2) improves understanding of learners' academic, social, emotional, and physical needs and ensures that educators utilize appropriate teaching skills to enable students to meet or exceed their potential; (3) reflects best available interpretations of relevant knowledge, including empirical research and consensus of professional opinion in teaching, learning, and leadership; (4) encourages educators to develop various classroom-based assessment skills; (5) provides for integrating new learning into the curriculum and classroom; (6) is based on knowledge of adult learning and development; (7) is periodically assessed to show its impact on teaching and/or learning; (8) results from coherent strategic planning that is supported by the district's governing body and all levels of the school system; (9) develops a school culture that fosters continuous improvement and challenges traditional roles and relationships among educators; (10) is supported by intellectual and financial commitment which enables the achievement of professional development plans; (11) is supported by sufficient time during working hours to encourage collegial consultation and learning and support professional development; and (12) empowers educators to work effectively with parent and community partners. These rules affect all active teaching staff members employed as of September 2000 whose positions require possession of the instructional or educational services licensed in accordance with N.J.A.C. 6:11-6.10 and 11. (SM)

**Standards**  
**for**  
**Required Professional Development for Teachers:**  
**A New Vision**  
**(N.J.A.C. 6:11-13)**

**New Jersey State Department of Education**

**2001**

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# NEW JERSEY DEPARTMENT OF EDUCATION

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## STANDARDS FOR REQUIRED PROFESSIONAL DEVELOPMENT FOR TEACHERS:

### A NEW VISION\* (N.J.A.C. 6:11-13)

#### PREAMBLE

The New Jersey Professional Teaching Standards Board believes that educators must be dedicated to a continuous plan of professional development that begins with their preservice activities, that continues with their induction into the profession, and that extends through the life of their professional career in education through on-going and sustained professional development endeavors. We further believe that effective educators are life-long learners, that professional development must be an on-going process of refining skills, inquiring into practice, and developing new methods.

The professional strengths and accomplishments of the school faculty at large must work to complement the learning needs and requirements of the entire student population. Professional development activities must also complement both the needs of the educator and the goals and objectives of the school district. Further, these activities must focus on the conditions which affect student learning in order for teachers to develop the knowledge and expertise needed to enable students to function as independent thinkers and creative learners both in the school community and in the larger environment of society as a whole.

In addition, professional development must engage each educator in a collegial and collaborative dialogue with other educators and education partners to broaden the knowledge and expertise needed to guide students toward the successful attainment and mastery of the New Jersey Core Curriculum Content Standards and to create supportive and effective schools.

We further believe that effective implementation of new techniques requires financial support, time and planning. Therefore, those new techniques and practices should be protected and nurtured as well as appropriately evaluated. Experimentation that is supported by a nurturing environment will encourage an atmosphere where educators constantly seek to learn about their work and to grow from the experience.

A common set of beliefs about teaching and learning is reflected in the following standards for professional development plans pursued by individual teaching staff members and for professional development plans created by the local professional development committees in school districts. These standards represent a new vision for professional development and provide guidance for the successful completion of the professional development requirements. The individual and district professional development plans should incorporate and be consistent with the standards, recognizing that not every standard needs to be addressed by every plan.

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1. Enhances knowledge of subject content

1.1 assists educators in acquiring content knowledge within their own discipline(s) and in application(s) to other disciplines

1.2 enables classroom professionals to help students achieve the New Jersey Core Curriculum Content Standards (CCCS)

1.3 routinely reviews the alignment of professional development content with CCCS and with the Frameworks in all disciplines

2. Improves understanding of the academic, social, emotional, and physical needs of each learner and ensures that educators utilize appropriate teaching skills to enable students to meet or exceed their potential

2.1 enables educators to adjust instructional strategies based on knowledge of how students learn and develop

2.2 enables educators to plan and design approaches and strategies to support the intellectual, social, and personal development of each learner

2.3 assists educators to recognize students' strengths and potential

2.4 enables educators to respect students' talents, abilities and perspectives

2.5 enables educators to plan and design instructional strategies for inclusive classrooms

2.6 encourages the establishment of a learning environment that enhances student learning and critical thinking

2.7 supports a philosophy of school and classroom-based management which maximizes student learning

3. Reflects best available interpretations of relevant knowledge, including empirical research and the consensus of professional opinion in teaching, learning, and leadership

3.1 enables educators to:

3.1.1 keep abreast of current educational research

3.1.2 integrate new understandings into content and instruction

3.1.3 enhance student learning through scholarship and experience

3.2 enables educators to provide challenging and developmentally-appropriate curricula that engage students in learning and thinking

- 3.3 acknowledges and respects the intellectual and leadership capacity of educators
- 3.4 enables educators to enhance their leadership skills and utilize them in the education community
- 4. Encourages educators to develop a variety of classroom based assessment skills
  - 4.1 assists educators in adapting instruction based on observation and analysis of student work
  - 4.2 enables educators to select, construct, and use assessment strategies for monitoring student learning
  - 4.3 assists educators to develop assessment strategies linked to the CCCS
- 5. Provides for integrating new learning into the curriculum and the classroom
  - 5.1 empowers educators to connect their learning to what they teach and to incorporate new concepts into practice
  - 5.2 provides for initiation and implementation of desired change to achieve student outcomes
  - 5.3 provides for ongoing support for individual educators within the school environment
- 6. Is based on knowledge of adult learning and development
  - 6.1 recognizes adult motivation, stages of development, personal goals and needs and levels of expertise
  - 6.2 encourages both the individual and the collaborative talents of educators
  - 6.3 applies what is known about motivation for growth and enhances positive feelings of self worth
  - 6.4 fosters confidence in educators' abilities to achieve success
  - 6.5 utilizes a variety of models and approaches, such as individually-guided staff development, observation/assessment, involvement in a development/improvement process, training, inquiry, etc.
- 7. Is periodically assessed to show its impact on teaching practice and/or student learning
  - 7.1 utilizes a careful analysis of classroom, school and other data to guide future professional development efforts
  - 7.2 uses educators' self-assessment to evaluate the impact of professional

development

8. Results from clear, coherent, strategic planning that is embraced and supported by the district's governing body and by all levels of the school system
  - 8.1 delineates what students are expected to know and be able to do
  - 8.2 supports a clearly delineated vision and is aligned with the district and school goals
  - 8.3 focuses on sound, research-based theories in school management
  - 8.4 focuses on individual, collegial, school, and district improvement
  - 8.5 is perceived by the professional staff and the community as a critical part of the district's quest for excellence
  - 8.6 fosters the use of reflection and self-assessment in professional and intellectual growth
  - 8.7 allows educators to pursue personal educational opportunities that reflect the district's strategic plan
  - 8.8 encourages careful experimentation with new practice and creative use of best practice
  - 8.9 reflects the educational outcomes the district seeks to achieve
  - 8.10 assists educators in analyzing disaggregated student data (i.e., gender, socioeconomics, ethnicity, and language) and in making decisions based on that data
9. Develops a school culture that fosters continuous improvement and that challenges traditional roles and relationships among educators
  - 9.1 recognizes that collegial support and interaction are essential to the success of every aspect of education
  - 9.2 provides for ongoing and meaningful collaboration among educators
  - 9.3 values individual efforts at self improvement
  - 9.4 provides educators with incentives and support to pursue a plan of continuous improvement
  - 9.5 involves strong leadership from all areas of the school community to encourage a commitment to life-long learning
  - 9.6 encourages creativity and innovation

9.7 supports the ongoing development of new skills in a collaborative environment

9.8 values the contribution of practitioners in the pursuit of enhanced student learning

10. Is supported by the intellectual and financial commitment which enables the achievement of professional development plans

10.1 is an on-going process which respects the personal strengths and needs of each educator

10.2 encourages governing bodies to support and participate in learning experiences that will enhance their understanding of good professional development

10.3 encourages school administrators to support and participate in professional development that will enhance student learning

10.4 is supported by a continuous and sufficient commitment of funding to achieve the professional development plans

10.5 increases public understanding and encouragement for professional development, including the need for time and financial support

10.6 includes access to technologies and other modern resources that are essential to effective professional work and learning

11. Is supported by sufficient time during working hours to engage in collegial consultation and learning and to support professional development

11.1 provides time for educators to team plan, collaborate, analyze data and student work, develop and implement instructional practices, curricula and assessments, implement federal, state, and local mandates, etc.

11.2 recognizes and considers the professional and personal obligations of the individual educator

12. Empowers educators to work effectively with parent and community partners

12.1 assists educators in establishing relationships and partnerships with parents and families

12.2 enables educators to identify and use community resources to foster student learning

12.3 promotes an environment where educators feel comfortable and confident working collaboratively with other educators, parents, business and community leaders

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